Research Proposal of the Thesis Entitled

Emotional Intelligence Among Adolescents: With Reference to Gender, Home and School Environment

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"IQ contributes about 20% to the factor that determines success, leaving 80% to other factors. These other factors make up what is called emotional intelligence, or EQ."

Daniel Goleman (1995)

Introduction:

Emotional Intelligence:

According to Coleman and Andrew (2008), "Emotional intelligence is the ability of an individual to recognize their own and other people's emotions, to discriminate between different feelings felt by the person and to label them appropriately, and to use emotional information to guide thinking and behavior." However, there are various disagreements and conflicts concerning the conceptualization and terminology of emotional intelligence.

Salovey and Mayer (1990) defined emotional intelligence (EI) as "an ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior." EI became widely known after Daniel Goleman's 1995 publication, which explored the concept through the lens of psychology and science journalism.

Based on his mixed model, emotional intelligence is a quality that people may acquire as well as a skill that they are born with. According to Goleman (1998),"Emotional Intelligence is the collection of abilities and traits that propel leadership performance." He outlined five key elements of EI, which include self-control , drive, self-awareness, empathy, and interpersonal skills.

The ability to regulate emotions effectively significantly affects a person's overall health—both physical and mental—and professional and academic performance. Bar-On, R. (1997) found that, regardless of IQ, people who possess greater EI are more successful in life compared to those with a lesser EI. It is a phase in which people develop their identities and have either positive or negative reactions to new experiences. Adolescents can effectively manage their emotions and behavior by developing their emotional intelligence.

The World Health Organization (2024) defines "adolescence as referring to individuals between the ages of 10 and 19." This developmental stage is indicated by major physiological changes, such as the initiation of puberty and the achievement of reproductive capability. It also involves significant hormonal and psychosocial shifts. If not properly directed, these changes can potentially lead to various health or developmental issues.

During young age, a person searches for their identity to gain social acceptance. Adolescents plan for their future perspective, which includes their jobs, relationships, homes, and other matters. It's a period of development and transformation as people go from childhood to adulthood. Erik Erikson's description of the adolescent stage is marked by identity versus confusion.

Emotional intelligence is important throughout this stage because it fosters self-motivation, awareness of oneself, compassion, and sensitivity to other people's emotions and aids in understanding our personal feelings and our capacity for efficient stress management. Young people's ethical values and beliefs may deteriorate as a result of modernization. Several life events, such as indulging in wrongful conduct and promiscuity, do impact the attitudes and behaviors of

adolescents. Teenagers need to improve their ability to handle emotions, as it is going to have an impact on their conduct and character. Serrat (2009) argues that emotional wellness is essential to effective education and academic achievement.
Adolescent anxiety-related conditions can result from a variety of life situations, such as the loss of a parent, moving, or being separated from loved ones. Youngsters often perceive anxiety disorder as "just a phase," making its analysis challenging. If left unaddressed or untreated, anxiety disorders can become long-lasting and significantly disrupt an adolescent's life, potentially resulting in frequent school absences, difficulties with peer relationships, diminished self-esteem, and increased risk of alcohol or substance use (Stein and Hollander, 2001).
Technical proficiency alone is insufficient for success in the fast-paced, constantly evolving world of today. Psychologists, educators, and employers are realizing the relevance of EI at professional and personal levels.

Factors Affecting Emotional Intelligence:

Emotional Intelligence and Gender:

The roles, actions, qualities, and opportunities that any society deems suitable for girls and boys, as well as women and men, are referred to as gender. Because women tend to experience both positive and negative emotions more intensely than men, emotionality has traditionally been more closely linked to women (Grossman and Wood, 1993). These findings have contributed to the common stereotype that women are more emotional (Grewal and Salovey, 2005). This perspective, often referred to as the "feminist view of emotions," is supported by both biological and social explanations (Nolen-Hoeksema and Jackson, 2001). Thus the research findings indicate that women are said to be biologically more responsive to sensing and understanding both their own and others' feelings, and this skill is regarded as necessary for survival. Research suggests that women may have larger brain regions related to emotional processing compared to men (Baron-Cohen, 2002; 2003), and that the two sexes process emotions differently within the brain (Craig et al., 2009; Jausovec and Jausovec, 2005). Numerous empirical studies support both biological and social perspectives, indicating that women tend to exhibit greater emotional competence.
However, it's important to recognize that gender as an explanatory variable for behavior operates in complex interplay with other sociocultural and demographic influences (McIntyre and Edwards, 2009). While men and women may possess different strengths and weaknesses across various components of emotional intelligence , Goleman (1995) argued that overall emotional intelligence levels are comparable between the sexes, asserting that gender-based differences in EI are not significant. On the other hand, research by Mayer and Geher (1996), as well as Mayer, Caruso, and Salovey (1999), found that women generally scored higher than men on EI assessments in both personal and professional environments. The broader literature presents mixed results, with some studies highlighting notable gender differences in EI, while others report little to no variation.

Emotional Intelligence and Home Environment:

According to Naik and Shukla (2018), the home environment significantly affects the emotions of an individual. The home environment is a setting created by parents where they give their children emotional and physical stability. Creating an atmosphere where the child feels comfortable and secure. Every stage of a child's development occurs in the home setting. Every aspect of a child's development is

impacted by their domestic surrounding. A child's home surroundings are most influenced by his or her parents.
The home environment is significantly influenced by factors such as the structure of the family, the rights and responsibilities of parents, their level of education, how they interact with their children, and the family's economic status (Codjoe, 2007; Mukama, 2010; Muola, 2010).

Emotional Intelligence and School Environment:
A school is an establishment where pupils can receive a formal education. The wonderful experiences the school offers will make students feel happy. EI plays a vital role in educational settings.The capacity to recognize, control, and evaluate other people's and one's own emotions along with applying this information effectively to direct processes and behavior is known as emotional intelligence. There is growing recognition of the significance of overall achievement and well-being, especially in educational settings (Gyanesh, 2016).
The National Education Policy 2020 (NEP 2020) also emphasizes the development of affective domain skills in addition to cognitive, problem-solving , and critical thinking skills. It seeks to implement a new educational framework that will help our students grow holistically.

Review of Literature:
Kidger, Araya, Donovan, and Gunnell (2012) performed a systematic review to examine the impact of school environments on adolescents' emotional well-being. The work focused on synthesizing the data supporting the impact of school environment initiatives and cohort studies on the emotional well-being of adolescents. The Social Citation Index, ERIC, Embase, Medline, PsychINFO, CINAHL, and the gray literature were examined. Emotional health outcomes, exposure to or intervention in the school setting, participants aged 11–18, and cohort or controlled trial designs were prerequisites for inclusion. Two independent reviewers downloaded pertinent studies and extracted the data. Thirty cohort publications reporting twenty-three investigations and a total of nine publications detailing five controlled studies were examined. There was no proof of an improvement in students' emotional well-being across three randomized controlled studies, whereas two non-randomized trials found some evidence. School-level characteristics were addressed in six (20%) cohort papers, but no effect was detected. Summarize the data supporting the impact of school environment initiatives and cohort studies on the emotional well-being of adolescents. Individual views of teacher support and school connectivity have been shown to predict future emotional health. According to multilevel research, the impacts at the school level were less pronounced than those at the person level. The results indicate that despite the fact that students' perceptions of guidance from teachers and connection with school are linked to improved emotional wellness, there isn't much evidence that the school atmosphere significantly affects the psychological well-being of adolescents.
Joshi and Dutta (2014) examined emotional intelligence among secondary school students, with particular attention to how it is affected by gender and the type of school attended. The objective is to find the difference in EI of students (both male and female) attending private and public schools. The sampling technique used was the multistage sampling technique. Overall, 246 tenth-grade boys and girls of the age group fourteen to sixteen years from both public and private institutions were chosen. A descriptive survey method was used. The tool used was the Emotional

Intelligence Test, which was developed by Sharma (2011). The results revealed that emotional intelligence is higher among female students than male students but that school type has no discernible impact on emotional intelligence differences. The findings indicate that the majority of the adolescents have average EI scores irrespective of gender or the kind of school they attend. Hence, nurturing their emotional intelligence in both the school and home environments is crucial for them to develop into healthy citizens.

Bhattacharya (2015) investigated the relationship between Indian adolescents' emotional intelligence and their perceptions of the home environment. The primary aims of the research were to find whether emotional intelligence and gender differences, if any, could influence teenagers' perceptions in ten aspects of the home environment. Three hundred girls and three hundred boys, ages twelve to fifteen, from the Kolkata area constituted the sample. The researchers employed a stratified and multi-stage random sampling method to choose the sample. To collect data, standard instruments such as the Mangal Emotional Intelligence Inventory (Mangal & Mangal, 2009), Socio-Economic Status Scale (Meenakshi, 2004), and Home Environment Inventory (Mishra, 2003) were used. Multiple regression analyses showed that i) emotional intelligence could significantly predict how teenagers will perceive the majority of aspects of their home environment; ii) there were no gender differences in the aforementioned predictions. Therefore, it is recommended that boys' and girls' emotional development be nurtured in a similar manner from birth in order to prevent biases in their view of the family environment.

Kaurav et al. (2020) have declared in their work that NEP 2020 has adopted an interdisciplinary and transdisciplinary formulation to bring about changes in the educational system. By giving students a wide selection of course alternatives, these strategies will support the development of their intellectual and emotive areas. For instance, students can choose to take classes in the arts or business while obtaining a degree in science, and vice versa.

Ahmad, Patmisari, Naidu, Prasetiyo, and Hidayat (2021) conducted a study analyzing factors affecting student well-being, specifically focusing on emotional intelligence, family dynamics, and the school environment. This study's objective is to determine how home and school surroundings affect students' emotional intelligence and general well-being. It also investigates the potential mediating role of emotional intelligence. 500 senior high school students, ages 15 to 19, from 16 private high schools in Indonesia's Pemalang District were chosen. A closed questionnaire was used in this research to gather data. The researcher employed structural equation modeling (SEM) with partial least squares (SEM-PLS) for analyzing the data. The result shows that student well-being fulfillment is influenced by the family environment. The association between student well-being and the family environment did not require emotional intelligence as a mediator. Another important factor in ensuring students' well-being was the educational atmosphere. The relationship between student well-being and the school environment was crucially mediated by emotional intelligence. The welfare of students should be prioritized. It is essential to address the well-being of educators in the classroom and increase parental understanding in order to support their children. Students' and teachers' interests are very similar. Harmonious relationships within the school environment can be improved by putting teachers' welfare first. Similarly, children will feel more successful when their parents are present at home.

B. Venkateshwarlu (2021) disclosed in his work that the higher education system will transform into one that is student-focused and gives students the flexibility to

choose core and related courses both inside and between fields. It is anticipated that the modification will improve adolescents' affective and intellectual development. Kumar (2021) examined how emotional intelligence varies among adolescents based on the type of school they attend and their gender. The study aimed to evaluate the EI among adolescents. A total of 1,500 teenagers of the age group 15-17 were selected in this research using a convenience sampling method. An equal representation of male and female students from both government and private schools was selected by the researcher. The Inventory of Emotional Intelligence (Mangal and Mangal, 2004) was utilized in this research to test the emotional intelligence of youngsters. The results demonstrated no gender difference in emotional intelligence in students from both types of schools selected.

Sheikh et al. (2021) undertook a study on the emotional intelligence of young adolescents, examining its relationship with various environmental factors in the Rajshahi region. This study compared the emotional intelligence of the Rajshahi region among young people living in rural and urban areas. The adolescents were selected from a variety of high schools in the Rajshahi area of Bangladesh based on their availability. For the study, 168 respondents in all were selected. The tool used was the Emotional Intelligence Scale developed by Hyde et al. (2002). In this study, the adapted Bangla version (Uzzaman and Karim, 2017) of the Emotional Intelligence Scale was used, having 33 items. The findings showed a significant variation in adolescents' positive and negative family settings, private and public schools, and rural and metropolitan areas. Young people in rural regions had improved levels of emotional intelligence compared to those living in cities.

Furthermore, the research discovered that adolescents attending private educational institutions exhibited enhanced EI compared to students attending public educational institutions. Conversely, teenagers from positive families had greater emotional intelligence than those from unfavorable families.

Educators and mental health professionals are focusing more on EQ in order to properly address pupils who are impacted by the pressures and difficulties of the external environment. The aforementioned research indicates that in today's cutthroat society, adolescents possibly possess a high intelligence quotient, but their emotional quotient may be deficient. According to the studies mentioned above, important determinants include personality, lifestyle, social media, and parenting approaches.

Research conducted by Mookerjee, R., Prasad, K., Rani, R., and Srinivas, V. (2022) demonstrates a strong connection between students' stress levels, psychological well-being, and academic achievement. The study stressed the need to increase emotional intelligence among youngsters.

Similarly, the findings of Sathya, A., and Velmurugan, V. P. (2022) reveal that students in science and arts streams exhibit notable differences in emotional intelligence, which influences their self-perception. The research underscores the need for students to develop their emotional intelligence to foster personality growth.

Bhatt and Sable (2023) investigated how emotional intelligence and Bloom’s affective domain can be incorporated within the framework of the National Education Policy 2020. The research focuses on enhancing students' emotional intelligence throughout their academic journey by leveraging the opportunities presented by NEP 2020 and incorporating the emotional areas outlined in Bloom’s Taxonomy. By integrating these frameworks, the study proposes a model for fostering emotional intelligence through structured learning experiences. This concept paper aligns with Bloom's Taxonomy, particularly its affective domain

components, while adhering to the recommendations of NEP 2020. The findings suggest that educational activities should begin at the foundational level and progressively advance, ensuring a continuous and systematic development of emotional intelligence. This structured approach aims to provide pupils with the emotional skills needed to successfully go through diverse life obstacles.

Geetha et al. (2023) examined the EI of secondary school students, focusing on how it varies based on their geographical location and gender. The data from students studying in various high schools affiliated with the Karnataka State Educational Department was collected using a survey method. Ninety students in all were chosen from the Mysuru district's various high schools, both urban and rural. The study employed the Emotional Intelligence Scale (English version), developed by Ankul Hyde, Sanjyot Pethe, and Upinder Dhar, as the primary assessment tool for assessment of emotional intelligence. The scale's items were developed using input from educators, parents, and students gathered through an unstructured interview and literature review. The results showed that no student had poor emotional intelligence, seven students had standard emotional intelligence, and eighty-two pupils had high emotional intelligence. The study found that secondary school pupils in urban and rural areas varied greatly in their EI, but there was no discernible variation among rural girls and boys. The study's main recommendations are The study can be expanded to include both individual and group pupils from several school types, such as CBSE, SBSE, and ICSE. It is possible to gather as many samples as feasible for the survey.

Gkintoni, Halkiopoulos, Dimakos, and Nikolaou (2023) conducted a comprehensive conceptual analysis to investigate how EI influences educational achievement within the school setting. The research aims to determine how EI associates with academic performance by synthesizing various relevant research articles, highlighting its impact on both teachers and students. This research performs a thorough analysis between 2016 and 2023. Sixty-four papers in all were analyzed in this study; they were chosen especially for their applicability to the assessment's criteria. The research articles were taken from credible scholarly journals, like PubMed, WoS, PsycINFO, and Scopus. The study found a relationship between the five aspects of personality and the educational framework, particular educational experimental programs, emotional intelligence, creativity, and resilience. The aforementioned findings are extremely important because they show that emotional intelligence is not only a talent that is not necessary but rather an important component of education that can give educators and politicians important insights. It is feasible to determine the potentiality of EI in forecasting students' educational success by examining their emotional abilities and talents.

According to the studies reviewed and described above, adolescents' behavior during developmental phases is significantly impacted by emotion management. Emotional quotients help individuals to establish connections, communicate effectively, enhance work happiness, lessen team tension, and resolve disputes. As a result, educators are paying more and more attention to emotional quotient while working with learners who are impacted by the pressures and difficulties of the outside world. Improving pupils' social skills, empathy, self-regulation, and emotional awareness significantly enhances their academic performance and provides a more favorable learning environment.

Incorporating life skills, particularly emotional regulation, into education is essential for adolescent development. The National Education Policy 2020 highlights the

significance of a well-rounded education, which encompasses fostering socio-emotional skills to prepare students for real-life challenges.
Research indicates that school-based interventions focusing on emotional regulation can greatly boost students' emotional intelligence, resulting in improved stress management and resilience. Furthermore, "The University Grants Commission (UGC) has launched a life skills curriculum in line with the National Education Policy (NEP) 2020," emphasizing mental well-being and emotional intelligence.
By systematically integrating emotional intelligence training from a young age, schools can provide students with the essential skills to handle life's challenges, thereby fulfilling the objectives outlined in NEP 2020.□

The research's significance:
The research's purpose is to assess EQ in the adolescents and to assess the gender, home, and school environment as crucial elements affecting it. It will assist educators and stakeholders in planning educational policies and strategies that will effectively enhance the cognitive and affective domains of young adults.
The "National Education Policy 2020" emphasizes the critical requirement to promote the development of cognitive, moral, and emotional ability in teenagers through efficient instructional strategies, courses of study, pedagogical approaches, and a conducive family atmosphere.
The study will provide guidelines to all stakeholders, including decision-makers, policymakers, school administrators, and higher secondary teachers, on how to construct effective school culture, strategies, and curriculum to enhance the affective domain among adolescents. It will also help to develop awareness among parents regarding EI and its significance, thereby enabling adolescents to face life's challenges more effectively.

Research Gap:
Although numerous research studies have been carried out over the past ten years in this field, identifying and emphasizing the relevance of emotional intelligence and highlighting the factors affecting EI among adolescents, hardly any studies have been done to identify gender, home, and school environment as major factors enhancing the affective domain of teenagers. According to the "NEP 2020" guideline, it is crucial to conduct research to identify strategies for enhancing emotional intelligence in adolescents, given that this age group often faces significant life challenges such as emotional disturbance, delinquency, substance abuse, and eating disorders. Thus, this area needs the special attention of researchers. Furthermore, in the last few years , hardly any research has been done on the emotional intelligence of young individuals and factors affecting it specifically in the Gujarat state.

Objectives:
Major Objectives:
To analyze the variation in emotional intelligence (EI) and its four aspects—empathy, understanding motivation, navigating relationships, and understanding emotions—among adolescents in reference to their gender, school, and home environments.
Specific Objectives:
- To assess the disparities in EI between adolescents in regard to their gender.
- To study the variation in adolescents' emotional intelligence in reference to their home environment.

- To investigate the difference in EI in the adolescents in reference to their school environment.
- To study the variation in understanding emotions among the adolescents in reference to home environment.
- To study the variation in understanding emotions among the adolescents in reference to the school environment.
- To study the variation in understanding emotions in adolescents in relation to their gender.
- To study the variation in understanding motivation in teenagers with regard to their home environment.
- To analyze the variation in understanding motivation in adolescents with respect to their school environment.
- To research the variation in understanding motivation between adolescents considering their gender.
- To investigate the variation in empathy among senior secondary students in reference to their home environment.
- To examine the variation in empathy among adolescent students in reference to their school environment.
- To study the variation in empathy among adolescent students in reference to their gender.
- To study the variation in handling relations among adolescents in reference to their home environment.
- To examine the variation in handling relations in relation to their school environment in adolescents.
- To research the variation in handling relations among adolescents in reference to their gender.

Hypothesis:

- There won't be any substantial variation in emotional intelligence among the teenagers in relation to their school environment.
- There will not be any discernible change in emotional intelligence among the youngsters regarding their home environment.
- There will not be any notable variation in emotional intelligence between the adolescents based on their gender.
- There will not be any discernible change between the school environment and understanding emotions among the teenagers.
- There will not be any significant difference between school environment and understanding motivation among the adolescents.
- There will be no major distinction between the school environment and empathy in the adolescents.
- There will be no substantial difference between the school environment and adolescents' ability to manage relationships.
- There will be no significant difference between home environment and understanding emotions among the youngsters.
- There won't be any noticeable difference between home environment and understanding motivation among the young people.
- There will be no notable difference in empathy among adolescents based on their home environment.
- There will not be any remarkable variation between the ability to handle relationships and home environment in adolescents.

- There won’t be any substantial variation in emotional awareness between adolescents based on their gender.
- There won't be any notable distinction between gender and understanding motivation in the adolescents.
- There will be no notable variation between gender and empathy among adolescents.
- There will be no substantial distinction between gender and ability to handle relationships among the adolescents.

Research Design:
It is a descriptive survey. The participants will be adolescents admitted to the senior secondary section at schools in Gujarat state's two largest cities, Ahmedabad and Vadodara.

Sampling Technique:
In this research the sample will be chosen through the Stratified Random Sampling method.

Sample Size:
The research will include 500 students, 250 of whom will be male and 250 of whom will be female, aged between sixteen and eighteen years and studying in the senior secondary section of schools in Gujarat's two largest cities, Ahmedabad and Vadodara district. The students will be selected from government and private schools affiliated with different boards, including CBSE, GSEB, and IB.

Variables:
Independent variable:
- Gender
- Home Environment
- School Environment

Dependent variable:
- Emotional Intelligence

Tools selected:
Tool I: To test the adolescents' emotional intelligence, A.K. Singh and Shruti Narain's Emotional Intelligence Scale will be administered. There are 31 items on this scale, broken down into four categories: 1. Emotional comprehension; 2. Motivational comprehension; 3. Empathy; and 4. Relationship management (tested for +12 years).

Tool II: Inventory of the School Environment, created by Dr. Karnuna Shankar Mishra to gauge how students feel about the psychosocial environment of schools. Seventy items pertaining to the school environment are included in SEI. Creative stimulation (CRS), cognitive encouragement (COE), permissiveness (PER), acceptance (ACC), rejection (REJ), and control (CON) are the six sections of the school environment inventory that are represented by the items in SEI.

Tool III: Home Environment Scale, created on secondary school students by A. Aktar and S.B. Saxena with 50 teams. Measurement areas (10) include home affairs

participation, control, permissiveness, parental exception, academic stimulation, rewards, parental warmth, discipline, and protectiveness.

Types of Data and Data Collection Methods:
Qualitative as well as quantitative data will be collected using the standardized test. The researcher will administer the data in small groups within the school, with the permission of the school authority.

Data Analysis Plan:
Appropriate statistical tests will be applied according to the objectives of the study, using SPSS.

Chapter Scheme
The thesis will be recorded in detail using MS Word, adhering to the following structure:

Name of the chapters:
1.0 Introduction to the major variables of study
1.1 Theories Related to Emotional Intelligence
1.2 Defining and Explaining Terms: Emotional Intelligence, Adolescents, School Environment, Home Environment, and Gender.
1.3 Significance of the Study
1.4 Research Gap
2.0 Review of Literature
2.1 Literature referred to the importance as well as the significance of emotional intelligence among adolescents.
2.2 Literature related to factors affecting emotional intelligence among adolescents.
2.3 Literature related to school environment as a major factor affecting emotional intelligence among adolescents.
2.4 Literature related to the home environment as a major factor affecting emotional intelligence among adolescents.
2.5 Literature related to gender as a major factor affecting emotional intelligence among adolescents.
2.6 Literature related to NEP 2020 and the significance of EI
3.0 Research Methodology
3.1 Objectives and Hypothesis
3.2 Research Design and Sampling Technique
3.3 Tools Used
3.4 Participant Selection: Inclusion and Exclusion Criteria
3.5 Data collection and administration procedure
5.0 Data Analysis
5.1 Result and Discussion
5.2 Findings of the Study
5.3 Interpretation and Discussion
5.4 Conclusion and Recommendations
- References
- Appendices

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